

Vermont School Improvement Grant Application

Spring, 2010

Supervisory Union/ District Name: Lamoille North Supervisory Union

Contact Person: Debra Taylor, Ph.D.

Role: Superintendent of Schools

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This grant application must be submitted with:

- ☐ Statement of Agreement signed by superintendent
- ☐ School Improvement plans for each Tiered school included in the grant
- ☐ Budget
- ☐ All relevant attachments Tier I and II: (B, D2, E) Tier III (B, E)

Superintendent Signature: _____

Date: 6/15/10

LEA APPLICATION

DIRECTIONS: PLEASE NOTE THAT THIS APPLICATION MUST INCLUDE INFORMATION AND RESPONSES FOR ALL TIERED SCHOOLS IN YOUR SU OR DISTRICT. FOR SOME DISTRICTS YOU MAY HAVE MULTIPLE ENTRIES IN THE TIER III SECTIONS. FOR SUPERVISORY UNIONS /DISTRICTS WITH ONLY TIER III SCHOOLS, GO TO THE APPROPRIATE PORTION OF SECTION B INDICATED BY THE ARROW.



In Vermont, for the purposes of the School Improvement Grant, when we refer to the LEA, we are referring to the Supervisory Union/District.

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Johnson Elementar y School	00168	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hyde Park Elementar y School	00161	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lamoille Union HS	00171	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

REQUIREMENT 1

- (1)** For each Tier I and Tier II school that the LEA commits to serve, the LEA must demonstrate that—
- The LEA has analyzed the needs of each school and selected an intervention for each school; and
 - The LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.

TO MEET REQUIREMENT (1) ABOVE:

Analyze the needs of each Tier I, Tier II and Tier III school identified in the application and selected an intervention model (Tier I and Tier II) or activities (Tier III) for each school.

The Vermont Department of Education will evaluate the LEA's needs assessment application based on the following criteria:

Tier I and Tier II ONLY

1) School Assets and Data Analysis:

- a) Overview and assessment of school and community assets as well as needs

Directions: Attach self- assessment (Attachment B). Include summary of findings here:

The Supervisory Union School Improvement Team completed Attachment B for each school with each of the three principals and found the following:

1. Vision/urgency - All three schools were "strong"
2. Continuous improvement - All three schools were "emerging"
3. Aligned curriculum - All three schools were "emerging"
4. Schedule - LUHS was "not evident" while JES and HPES were "strong"
5. Common formative assessments - JES and HPES were "not evident" while LUHS was "emerging"
6. School data team - All three schools were "emerging"
7. Professional development - All three schools were "emerging"
8. Teacher eval system - All three schools were "emerging"
9. Paraprofessionals - JES was "not evident" while LUHS and HPES were "strong"
10. Student supports - All three schools were "emerging"
11. Equitable allocation of resources - All three schools were "strong"

- 12. Social/emotional support systems - All three schools were "strong"
 - 13. Career/college ready programs - HPES and JES were not applicable. LUHS was "strong"
 - 14. Preschool, afterschool and summer programs - LUHS was emerging, HPES and JES were "strong"
 - 15. Community/business support - All three schools were "strong"
- See Appendix A for compilation of these data

- b) Input from staff, public/private partnerships, parents and other community members
 - i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

Directions: Include evidence of input here:

Staff in all three schools were notified of school identification and participated in the decision-making process regarding the development of the School Improvement Grant Plan.

The Green Mountain Technology and Career Center Director fully endorses the application for School Improvement Grant funds as it is critical that students come to GMTCC prepared in reading and mathematics as technical education requires advanced skills in these areas. GMTCC currently collaborates with these schools in the following ways: administrative professional development; teacher professional development; sharing of facilities and resources; inclusion in grant opportunities; creative design of student educational opportunities.

The Johnson State College Education Department Chair has recently entered in partnership with Lamoille Union High School for the purpose of improving school practice with the aim of realizing the benefits of targeted professional development for educators through a career stream, including preservice preparation, new teacher induction and mentoring, veteran teacher renewal and teacher leadership. JSC also provides student teachers to Johnson and Hyde Park Elementary Schools.

Vermont Studio Center provides Johnson Elementary School students with an art teacher and visiting artists from around the world.

Lamoille County Court Diversion Restorative Justice Program supports at risk students in all of our schools.

Lamoille Family Center and Lamoille Community Connections provides student support, mental health services and emergency services to children and youth. In addition, they partner with us for an Early Education Initiative to provide preschool services.

Laraway Youth and Family Services provides educational services for students with severe emotional disabilities as an alternative education program and through outreach programming at individual schools such as the Backpack Program.

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

Directions: Summarize conclusions from your analysis of data here:

Two sources of student assessment data for mathematics and reading were used in this analysis. The New England Common Assessment Program (NECAP) results provide the primary evidence for the analysis. AIMSweb screening assessment data for mathematics (computation) and reading (Curriculum Based Measurement [CBM] for oral reading fluency) will be used as supplemental evidence. LNSU AIMSweb implementation began in the fall of 2009 with the understanding that the test and administration protocols were new for teachers and could affect the reliability of early benchmark data.

The format includes an individual analysis of the LNSU Tier I, II, and III schools' data, followed by a summarization linking common needs and recommendations to current and anticipated supervisory union supports.

Hyde Park Elementary School

HPES will enter Year 2 School Improvement in 2010-2011. Based on the fall 2009 NECAP assessment, the school is meeting Adequate Yearly Progress (AYP) targets for the all student group in both reading and mathematics. The AYP target was not met for students eligible for free or reduced lunch in mathematics as well as in reading.

Although HPES made AYP for mathematics (All Students) in 2010, NECAP trend data indicates a lack of significant progress over the period (2005-2009) with relatively flat performance and an average of only 50% of students proficient and above. Subgroup analysis reveals a persistent mathematics achievement gap for students in poverty (SES) and an increasing mathematics achievement gap for students with disabilities (SPED). AIMSweb mathematics computation data indicates overall progress during the 09-10 school year, although on average, 55% of HPES students performed below the national norm. NECAP reading assessment data reflect similar trends for all students as well as achievement gaps for SES and SPED. AIMSweb reading fluency data also indicates progress over the 09-10 school year with greater consistency across grade levels and a higher number of students (average 52%) meeting the national norm.

As HPES moves forward in addressing the progress and achievement gap needs in mathematics and reading raised by this analysis, it will be important to continue the progress monitoring of student achievement and enhance the diagnostic assessments and researched based interventions needed to support student progress. It will also be important to develop and utilize multiple measures of student performance. Formative, interim and summative assessment feedback will be used to inform and differentiate instruction.

Johnson Elementary School

JES will enter Year 1 Corrective Action in 2010-2011. Based on the fall 2009 NECAP assessment, the school is meeting Adequate Yearly Progress (AYP) targets for the all student group as well as all sub-groups for reading. The AYP target was not met for all students and students eligible for free or reduced lunch in mathematics.

As is the case in HPES, the Johnson Elementary School NECAP trend data indicates a lack of significant progress over the period (2005-2009) in both mathematics and reading, although students are performing higher in reading with an average of 60% of students proficient and above. Subgroup analysis reveals a significant achievement gap in reading for SPED. However, students with disabilities did perform higher in reading with a smaller achievement gap than in mathematics.

Additionally, the NECAP data suggests a narrowing of the reading achievement gap for SES. In both reading and mathematics, the trend data shows a reduction of students in the lowest achievement level for all students and all sub-groups with the exception of students with disabilities in mathematics.

Data from AIMSweb mathematics and reading benchmark assessments show student progress at all grade levels but wide variation from grade to grade in reference to national norms.

These data suggest that JES will benefit from ongoing professional development and support for a Response to Instruction (RtI) model that will help continue the closing of the achievement gaps for the SES and SPED sub-groups. The data also suggests a need to focus on a deeper needs assessment followed by targeted strategies to improve student learning in mathematics.

Lamoille Union High School

LUHS will enter Year 2 School Improvement in 2010-2011. Based on the fall 2009 NECAP assessment, the school is meeting Adequate Yearly Progress (AYP) targets for the all student group in both reading and mathematics. Sub-group targets were also met for reading. The AYP target was not met for students eligible for SES in mathematics.

Although a similar achievement gap exists in both mathematics and reading for SES, a significantly higher number of students scored at the substantially below proficient performance level in mathematics compared to the substantially below performance level in reading. A similar pattern exists for SPED. Early screening and instructional intervention strategies, as well as professional development for teachers in meeting the needs of these low performing students will be planned and implemented. LUHS began implementation of the Learnia progress monitoring assessment system in 2009-2010. Lack of alignment of the Learnia item bank with the Vermont Grade Expectations as well as technical problems with administration of the on-line assessment have limited its effectiveness this year.

Summary

Although each school in this analysis has unique needs, there is substantial overlap in regards to strengthening core curriculum in literacy and mathematics and providing an assessment system that both informs instruction and provides diagnostic feedback regarding student learning needs. These commonalities align well with the LNSU Long Range Plan to provide coherent SU wide curriculum, a comprehensive assessment system and professional development for teachers that support both individual and collaborative learning.

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:
 - i. Graduation rates,
 - ii. Drop-out rates,
 - iii. Discipline referrals,

- iv. School action plan priorities,
- v. Highly qualified teacher data,
- vi. Child count by disability category
- vii. Percent of students with disabilities in the general education classroom more than 80% of the time
- viii. Number of out of district placements
- ix. Number of students in “alternative” day placements
- x. Number of ELL students
- xi. Number of students eligible for free and reduced lunch
- xii. Most recent Youth Risk Behavior Survey

NOTE: The data above for each Tiered school will be sent to you electronically.

Directions: Please include a summary of conclusions about the data above and any other relevant data here:

1d) School Assets and Data Analysis

Johnson Elementary School

The town of Johnson’s poverty level is significantly higher than most Vermont communities. Approximately 24% of Johnson residents live below the poverty level compared to a statewide average of 9.4%. In addition, 10.6% of Johnson residents in poverty fall below the 50% level, as compared to a Vermont average of 3.6%. This community data is reflected in the large number of JES students who are eligible for free and reduced lunch. Many of these students are not learning at their greatest potential as evidenced by the sub-group assessment data analysis. A number of student supports are currently in place during school as well as after school and during the summer. However, there is a need to develop strategies that will better engage parents in their child’s education, particularly those parents in the community who struggle economically and have limited resources. The will to support high quality education in the community is evidenced by consistent voter support of school budgets and other resource allocation. Focus on this aspect of school improvement will be a productive step in ensuring the continuous growth and success of all students.

The very low discipline referral numbers at JES can be attributed to a universal and effective behavior management system at the school. As research suggests, respect, cooperation, and a safe and productive learning environment are foundational to student learning. JES is well positioned to build from this foundation to improve teaching and learning at the school.

The data shows an increasing percentage of students with disabilities in the general education classroom more than 80% of the time. In order to support this positive trend toward inclusion, there is a need to focus professional development for all staff on key areas such as Response to Instruction (RtI), inclusion, Differentiated Instruction, Co-Teaching, universal design for learning and formative assessment.

Hyde Park Elementary School

HPES has a large number of students who are eligible for free and reduced lunch, and as is the case at Johnson Elementary school, many of these students are not learning at their greatest potential as evidenced by the sub-group

assessment data analysis. HPES might better support these students by extending the current after school program as well as the summer school program. Additionally, HPES should continue the work cited in the 2008-2010 Action Plan to promote parental and community involvement and open communication. It will also be important to continue the implementation of RtI in both reading and mathematics as well as the collaborative review of student work in order to support the learning of all students and raise the achievement levels of the students in poverty.

Discipline referrals have dramatically decreased at HPES between 2007 and 2009 as a result of the implementation of a Positive Behavioral Support system (PBS) during that time period. In order to maintain this positive trend HPES will need to continue the implementation of PBS as described under Goal 3 of the 2008-2010 action plan. In addition, HPES might benefit from adding a behavior specialist to the staff who can work with faculty on more effective ways to support students who struggle with behavior issues.

HPES has experienced a positive trend toward inclusion over the past three years. Strengthening the school's assessment system (formative, interim, and summative) will enable teachers to better support all students in the core curriculum classroom. Additionally, HPES student learning would be enhanced by implementing an EST system grounded in data driven decision making.

Lamoille Union High School

As the receiving high school for the LNSU elementary schools, LUHS experiences the same high student poverty rate that is characteristic of JES and HPES. In order to foster better communication between school and parents of students currently attending LUHS, it would be beneficial to reach out to parents of LUHS students in their local communities. A number of currently existing intervention programs for struggling students have resulted in the increasing graduation rate at LUHS and decreasing drop-out rate. Continuing this effort, a data driven instruction and learning study conducted by a reputable organization such as the Great Schools Partnership would help target specific strategies that would further enhance student engagement and learning.

The relatively low number of discipline referrals at LUHS reflects a positive behavioral environment in the school and this finding is supported by a decrease in physical fighting and bullying between 2007 and 2009 as reported by students on the Vermont Youth Risk Behavior Survey.

The increased percentage of students with disabilities in the general education classroom between 2007 and 2010 suggests a need to provide coordination and professional development in implementing the strategic use of formative, interim, and summative assessment to inform teaching and support student learning.

- e) Inclusion of a guided self assessment, conducted by the Supervisory Union/District (SU) School Support team (this team must include the superintendent, principal of the school(s), curriculum coordinator and special education coordinator), on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009) and agreement to participate in a comprehensive assessment conducted by an external evaluator of the VT DOE's choosing to inform school improvement implementation plan development and VTDOE school improvement support team service

plan development. If such an assessment has already been conducted, the School Improvement Support Team will assess the scope of that assessment to determine if additional evaluation is warranted.

Directions: *Attach self assessment Attachment B signed by the Superintendent and any accompanying narrative. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.*

The Supervisory Union School Support team worked with each of the three principals to complete Attachment B (see attached).

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner's Required Actions, the School Improvement Support Team will review this plan with the SU School Support Team to assist them in incorporating new requirements under SIG and any information generated by the guided self-assessment. The initial school improvement plan is provided with the application and includes at minimum:
- ☒ Plan is attached
 - i) ☒ Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
 - ii) ☒ Those strategies defined as required actions through the state accountability system.
 - iii) ☒ Those strategies defined through the selection of one of the required models.
 - iv) ☒ Other strategies designed to assist in achieving school improvement targets.
 - v) ☒ A budget and timeline for implementing the plan.

Tier I and II Schools Only - Selection of an Intervention Model

- 1) **Demonstrated consideration of all four intervention models (see Attachment D1 - *Description of the Intervention Models*) using the LEA Tier I and Tier II School Model Selection Assessment Tool (Attachment D2) to justify the selected intervention linked to analysis of assessment and other relevant data.**

Based on the needs/self assessment and analysis of data, identify an intervention model (using Attachment D1) for each Tier I and Tier II school the LEA elects to serve. The justification for the selection of a specific model must be described in a narrative in the Model Selection Tool provided in Attachment D2.

Questions the LEA should consider in the selection of an intervention model are included in the Model Selection Tool (See Attachment D2) – LEA Tier I and Tier II School Model Selection Assessment Tool).

Directions: *Complete page 1 of Attachment D2 and attach. Indicate the Intervention Model selected below:*

Transformation model

Four School Improvement Models approved for Tier I and Tier II schools:

Turnaround Model: Replace the principal and rehire no more than 50% of the staff and grant the new principal sufficient operating flexibility (including staffing, calendars/time and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Restart Model: Convert a school or close and reopen it under a charter school operator, a charter management organization, or an education management organization that has been selected through a rigorous review process.

School Closure: Close a school and enroll the students who attended that school in other schools in the LEA that are higher achieving.

Transformation Model: Implement each of the following strategies: (1) replace the principal and take steps to increase teacher and school leader effectiveness; (2) institute comprehensive instructional reforms; (3) increase learning time and create Community-oriented schools; and (4) provide operational flexibility and sustained support

(Section I.B.1 of 1003(g) allows an SEA to award SIG funds to an LEA for a Tier I or Tier II schools that has implemented in whole or in part, one of the models within the last two years so that the LEA and school can continue or complete the intervention being implemented. For example, if a Tier I or Tier II school has replaced its principal within the last two years, the SEA may award funds to the school's LEA to implement a turnaround model in the school even though the school will not be required to hire another new principal. A school that receives SIG funds in accordance with this flexibility must fully implement the selected model as required by the final requirements. In other words, if the school had been implementing the model only in part, it must use the funds it receives to expand its implementation so that it fully complies with the regulatory requirements. Addendum: the two years referenced with respect to this flexibility are the two years prior to the full implementation of the model in accordance with the notice using SIG funds for which and LEA has complete achievement data. In other words, with respect to the award of FY2009 funds for implementation in the 2010-2011 school year, the "last two years" are the 2007-2008 and 2008-2009 school years.) – USED Guidance document March 24, 2010.

REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each **Tier I, Tier II and Tier III** school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Tier I and Tier II ONLY

1) Vermont Department of Education will evaluate the LEA's capacity to implement fully and effectively the selected intervention using the following criteria:

- a. Evidence of actions that the LEA/school has already taken related to the required elements of the chosen intervention.
 - i. Evidence should include documentation of progress toward existing school improvement plan strategies that are substantially aligned with required elements of the chosen intervention (e.g., The LEA indicates they have already developed and implemented a consistent annual evaluation system for teachers that is informed by student growth and outcomes (both individual and in the aggregate) in this case the LEA would be required to provide the reviewers the documentation that outlines that system and the progress they have made toward implementation.)

Directions: Describe here the steps already taken related to the chosen intervention. Please note that any required elements not reflected here must be addressed in the improvement plan

Improved Student Achievement is our number one goal here in Lamoille North Supervisory Union Schools. On July 1, 2009, the LNSU Board approved a Long Range Plan which was developed following several interviews and focus group sessions with board members, administrators and staff in the school system. The three goals which grew out of the plan include the following: 1) Improve student achievement across all schools and subgroups; 2) Develop and implement a PK-12 system of curriculum, instruction and assessment across all schools; 3) Ensure that fiscal resources are aligned to the needs of all students.

Since the adoption of the plan we have made good progress toward these goals. Teachers are engaged in regular assessment of student progress, professional development is focused on improved teacher knowledge and skills in the areas of mathematics, systems are in place and work has been initiated by the curriculum council, math, science and literacy committees. Principals are preparing to pilot a teacher evaluation system in 2010 which incorporates the mission driven curriculum, research based qualities of effective teaching, and evidence of student growth.

We are pleased with the progress of this work after one year of implementation. Our teachers are actively participating at various levels from teacher leadership to classroom implementation. All of our administrators, including superintendent, curriculum director, student services director, business manager, and principals have demonstrated a sense of urgency and critical importance in addressing student needs across the supervisory union.

Notably, in spite of the designation, all three identified schools have evidenced improvements in achievement based on the fall 2009 NECAP results and AIMSWeb growth. However, we are not complacent. We know that in order for student results to continue to improve we must continue to engage and motivate all teachers and ensure that each and every faculty members is committed to the success of all of our students.

(For more information, please see LNSU School Improvement Grant Plan attachment F.)

- b. Evidence of actions that the LEA has already taken related to Commissioner's Required Actions under the state accountability system of AYP.
 - i. An end of year report documenting progress on implementing Commissioner's Required actions will be submitted with this application.

Directions: Insert end of year report here:

- c. Provide a narrative description of current conditions (including barriers) related to the following:

Directions: *For each item (i through x) describe current conditions, including any barriers and how they will be addressed over the funding period.*

- i. Board support (e.g., minutes and/or board actions that indicate board support for the application and willingness to direct the school in implementing the forthcoming plan as defined.)

Johnson Elementary School (Tier I)

The Johnson School Board has endorsed the letter of intent and application for the School Improvement Grant at their May school board meetings. At their request a school improvement update has been included for discussion in every meeting since February 2010 and will continue at least monthly for the next three years.

Lamoille Union High School (Tier II)

The LUSD # 18 School Board has endorsed the letter of intent and application for the School Improvement Grant at their May and June school board meetings. In the future, monthly updates will be provided to the Board Curriculum Committee.

Hyde Park Elementary School (Tier III)

The Hyde Park Elementary School Board has endorsed the letter of intent and application for the School Improvement Grant at their May school board meetings.

Copies of pertinent school board meeting minutes are included as Attachment H.

- ii. Union support (e.g., documentation of local union willingness to include revised evaluation systems in upcoming contracts, or amend existing contracts to include these changes.)

Lamoille North Education Association (LNEA) has not taken a formal position on the SIG grant or application process. However, the union leadership stated that we have all worked together to develop the systems that are currently in place including progress monitoring, action plans and curriculum development, and have expressed support and willingness to continue to cooperate as we move forward. (Attachment I)

- iii. Financial capacity beyond SIG/sustainability (e.g., inclusion in budget of matching funds including use of other funding sources to support implementation efforts and sustain practices beyond the life of the grant)

LNSU will apply local and other grant funds to support the SIG grant activities. Improved practices will be sustained by building administrative and teacher leadership through coaching, teacher leadership, and continuation of partnerships with Johnson State College and local interagency partners.

- iv. Current evaluation practices (e.g., outline of current evaluation system for principals and teachers, including model, frequency of evaluation, etc.)

Current evaluation practices are inconsistent across the supervisory union. It is a primary goal of the SIG proposal to develop a new outcome-based supervision and evaluation system. Efforts toward this goal have been underway since fall 2008. We anticipate piloting a system next year. (See Attachment J)

LAMOILLE UNION HIGH SCHOOL

In Lamoille Union High School and Hyde Park Elementary School, the current evaluation process is dictated by the Master Agreement, however, the instrument is not dictated. The appropriate section of the agreement is quoted below.

(10.17.06) Appendix C to Article XI, Teacher Observation and Evaluation Evaluation Phases and Corrective Action Process:

Phase I

1.1) Teacher effectiveness will be assessed from two perspectives during Phase I:

- a) teacher's self-assessment
- b) Principal's assessment

1.2) While the Principal's assessment must be holistically based, i.e. make use of multiple sources of evaluative information, the position checklist, as attachment 1 to this appendix, will be the basic tool for observation and for the teacher's self-assessment.

1.3) The outcome of the two points of assessment will be an identified set of priority growth and development goals that will be actionable by the teacher in phase II.

1.4) Teachers with an emergency or provisional VT license or endorsement will be in phase I for the period of time they are in this license status.

1.5) Teachers in the 7th year of their Level 2 license, those in their initial year of employment by the district, and probationary teachers as defined in 16 VSA §1752 (b)(2) will be placed in Phase I.

1.6) Any teacher on a corrective action plan will be placed in Phase I.

1.7) All teachers in Phase I will receive three observation/evaluations, all to be completed by March 31st, and two written summative evaluations, one before mid-January and the other by April 15th, the contractual date for notice of non-renewal of a contract.

Phase II

2.1) Carrying out the teacher's action plan for addressing identified growth and development goals is the primary characteristic of Phase II. This action plan will be submitted by the teacher to the Principal by October 15th. These goals may also be integrated with the individual IPDP at the teacher's choosing, but this will not change the evaluation process. It is then the teacher's responsibility to amend the IPDP and review the change with the LNSU Standards Board.

2.2) Peer observation will be the primary form of Phase II assessment. It will include at least one planned classroom observation by a peer, where appropriate, and one observation by the Principal. All required Phase II observations will be completed by May 1st.

2.3) Teachers in Phase II will write a brief “progress against growth and development goals” summary by May 31st of the Phase II year for submission to their Principal.

2.4) Teachers with Level 1 or 2 VTDOE professional licenses that are in the 1st through 6th year of issuance in 2006 will be placed in Phase II for the initial implementation of this process.

Lamoille Union High School Evaluation Checklist includes the following areas:

1. Clarity of Aims
2. Appropriateness of Aims
3. Organization of Lesson
4. Selection of Content
5. Selection of Materials
6. Fits Curriculum
7. Variety
8. Classroom Management
9. Beginning the Lesson
10. Clarity of Presentation
11. Pacing the Lesson
12. Pupil Participation and Attention
13. Ending the Lesson
14. Teacher/Pupil Rapport
15. Variety of Evaluative Procedures
16. Use of Evaluative Procedures to Improve Teaching and Learning

Hyde Park Elementary School uses an evaluation system that is largely narrative and references the Danielson Framework of Teaching.

JOHNSON ELEMENTARY SCHOOL

Johnson's teacher evaluation system includes ten components, each standard is rated on a six point scale ranging from exceeds (1) to does not meet the standard (5) or not applicable (6). While the instrument is not dictated by the Master Agreement, annual evaluations are recommended and an improvement plan process is outlined.

I. PROFESSIONAL RESPONSIBILITIES:

- a. Participates in professional development activities such as workshops, courses, other school visits, etc.
- b. Participates in school management and shares responsibility for the total school program.
- c. Completes reports accurately and submits them on time

- d. Shows interest in improving his/her skills
- e. Observes school policies and procedures consistently
- f. Seeks information to become better informed and updated about changes in education
- g. Arrives at work on time
- h. Meets with parents as needed
- i. Encourages home-school communication (via notes, newsletters, phone calls, etc.)
- j. Prepares adequately for substitutes
- II. PERSONAL CHARACTERISTICS:
 - a. Uses correct grammar in speaking and in writing
 - b. Exhibits enthusiasm
 - c. Cooperates
 - d. Exhibits poise, confidence, and self-control
 - e. Is dependable and reliable
 - f. Exhibits initiative
 - g. Displays tact and diplomacy
 - h. Uses good judgment
 - i. Is flexible when needed
- III. INTERPERSONAL RELATIONS:
 - a. Establishes positive relationships with students, colleagues parents, and community
 - b. Works effectively with all school personnel
 - c. Meets requirements/responsibilities of committees served on
 - d. Accepts constructive feedback and support
 - e. Willingly shares knowledge and materials
- IV. PROFESSIONAL KNOWLEDGE AND QUALIFICATIONS:
 - a. Demonstrates facility in the skills, concepts and applications of subject areas taught
 - b. Demonstrates knowledge of the subject(s) to be taught
 - c. Demonstrates knowledge of human growth and development as it relates to the teaching-learning process
- V. PLANNING AND INSTRUCTION:
 - a. Plans instruction to achieve selected objectives
 - b. Effectively implements instructional plans and uses appropriate instructional techniques

c. Effectively organizes time, space, materials, and equipment for instruction

d. Facilitates the independence of the student as learner

e. Monitors for understanding and adjusts teaching where appropriate

f. Uses the Vermont Framework of Standards and Learning opportunities when developing lesson plans

VI. INTERACTION WITH STUDENTS:

a. Effectively communicates with students

b. Helps students develop positive self-concepts

c. Establishes a positive learning environment

d. Maintains high expectations and motivates students

e. Makes students aware of the desired standards prior to and throughout the instructional process

VII. STUDENT EVALUATIONS:

a. Effectively assesses student needs and progress

b. Effectively meets individual needs of students

c. Effectively and regularly reports student progress to parents

d. Uses standardized local and statewide data to measure student outcome

e. Uses rubrics, checklists, logs and traditional numerical scales when assessing students

IX. THE INSTRUCTIONAL PROCESS:

a. Demonstrates appropriate preparation for classroom instruction

b. Demonstrates knowledge of curriculum and subject matter

c. Provides opportunities for individual differences

d. Implements a variety of effective teaching techniques

e. Utilizes varied resources effectively

f. Teaches to objectives and/or standards

g. Uses instructional time effectively

h. Promotes high expectations for students

i. Motivates students appropriately

j. Provides students with evaluative feedback

X. CLASSROOM MANAGEMENT:

a. Organizes classroom environment to promote learning

b. Manages student behavior in an appropriate manner

c. Uses a positive reinforcement management system within

- the classroom
- d. Enforces all building wide rules, regulations and policies
- XI. NARRATIVE COMMENTS: See attached

(See Attachment J for copy of each tool)

- v. Staff capacity/talent (e.g., description of staff experience level, special expertise, highlighting positions/individuals who will be actively engaged in implementing the school improvement plan and working closely with the state School Improvement Support team.)

LNSU faculty and leaders are well qualified to take on the SIG activities and the capacity/expertise will be increased through the use of external providers.

All central office administrators have multiple years of successful administrative experience in special education, regular education, curriculum, instruction, and building leadership, regional and state level experience. Each holds advanced degrees (Masters or Doctoral Degrees) and are highly qualified, holding current licenses as teachers and administrators.

Principals who lead Johnson Elementary School, Hyde Park Elementary School, and Lamoille Union High School are all experienced teachers and administrators who hold current licenses, and who hold Master's or Doctoral Degrees. All are experienced in school improvement and have demonstrated a sense of urgency in addressing school improvement in their respective schools and in the supervisory union. In addition, each school has an established leadership team which provides support and feedback to the principal in planning, implementation and evaluation of educational services. Members of these school teams hold master's degrees, participate in regular ongoing professional development, and are functioning well in support of continuous school improvement efforts.

In addition, the LNSU plans to contract with consultants in literacy, mathematics and student support services as well as public/private partnerships to enhance and expand our leadership capacity.

An expressed goal of SIG is to increase local capacity to sustain school improvements beyond the life of the grant. Nearly 60 % of current teachers hold Master's Degrees. All teachers and paraeducators are highly qualified. Several teachers have been participating in teacher leadership programs such as those offered through VMI and LAPDA.

- vi. Statewide and regional partnerships (e.g., agreements with ESAs, local agencies, and/or institutes of higher ed.)

LNSU is an active member of LAPDA. Several teachers participate in LAPDA offerings each year. LAPDA Director has supported the LNSU with onsite tailored professional development over the past two years.

All LNSU identified schools have partnered with Johnson State College to support preservice teachers and rejuvenate experienced teachers.

As noted above, our schools partner with the following agencies: Laraway Youth and Family Services; Lamoille Community Connections, Lamoille Family Center, Vermont Studio Center, Lamoille County Court Diversion

Restorative Justice Programs, and Supervisory Unions in Lamoille Valley including Lamoille South Supervisory Union and Orleans Southwest Supervisory Union.

- vii. Allocation of adequate time for teacher collaboration, job embedded professional development (i.e., as described in the LEA's application)

The current collective bargaining agreement provides limited time for professional development, hence the request for funding substitute teachers and teacher stipends. Increased time is being currently negotiated through collective bargaining agreements.

- viii. Data systems that inform on-going assessment of student progress and instructional practices (e.g., describing current use of systems like Aimsweb, Dibels, SWIS, etc.)

LNSU uses AIMSWeb, Education Data Warehouse, and Power School.

- ix. Parent and community partner support (i.e., support and engagement of local parent organizations, businesses, agencies and associations in school decision-making and activities.)

LNSU enjoys the support of their local communities and strong leadership of each of the school boards. We partner with the local rotary and chamber of commerce in leadership and service initiatives.

- x. The sufficiency of the budget to implement the selected intervention fully and effectively in each Tier I and Tier II school identified in the LEA's application as well as to support school improvement activities in Tier III schools throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA). (i.e., reviewers will look to see if the budget includes staffing, consulting, contracts with partners, materials, substitute costs or stipends, costs for transitioning to new or expanded schedules sufficient to sustain improvement activities described during the period of the grant and matching or other funding sources to sustain strategies beyond the life of the grant.)

The School Improvement Grant budget targets intensive supports within the first three years with the idea that those programs which are successful will be continued in local budgets after year 3 and the remaining activities will provide start-up costs which will not need to be replicated.

- 2) **The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.**

Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:

The staff survey (Attachment E) was administered in each of the three buildings. The results are attached. Significant findings are listed below:

LUHS - Key findings:

95% of teacher respondents felt that the principal has communicated a vision and sense of urgency and 91% indicated that the principal acted as an instructional leader by responding "emerging" or "strong".

62% felt the curriculum was nearly aligned across grades (emerging) while 95% felt (emerging & strong) the curriculum was aligned to state standards.

82% felt the school was "strong" with regards to social supports for students.

40% of respondents responded "not evident" to the statement "All staff know how a continuous improvement system works" and 50% responded "not evident" to the statement "The schedule permits common planning time and is focused on academic improvement and social support."

33% responded "not evident" to the statement "The Principal is frequently in classrooms and the teacher evaluation system is effective in improving teaching and learning."

30% responded "not evident" to the statement "Teachers reflect the climate of open communication by visiting one another's classes and sharing lessons and other materials."

Additional comments reflected a desire for instructional supports in the way of math, reading and technology specialists, data management supports, for additional advanced coursework for students and the technology (and related technology training) required to effectively integrate technology into classroom instruction.

JES – Key findings:

75% of respondents stated that the principal has communicated vision, urgency (emerging & strong).

47% stated that the new principal is not yet viewed as an instructional leader, however 72% felt that the principal was frequently in classrooms.

82% felt that the school was "emerging" with regards to school improvement.

96% felt the curriculum was aligned, or nearly aligned (emerging & strong) across grades while 100% (emerging & strong) felt the curriculum was aligned to state standards and 100% stated that the curriculum provided rigor.

18% felt that school-wide approach to data teams was "not evident" while 77% felt it was "emerging."

95% stated that the schedule did not allow for adequate common planning time.

35% felt that there was "not evidence" of community/business support.

HPES – Key findings:

89% of respondents stated that the principal has communicated vision, urgency (emerging & strong) and 83% felt the principal was viewed as an instructional leader.

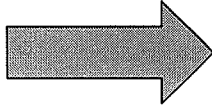
82% of the staff feel they understand continuous improvement (emerging & strong).

94% feel the curriculum is aligned across grades and 84% feel it is aligned to state standards.

94% feel the teachers look at student data regularly (emerging & strong).

100% feel the schedule permits common planning time (emerging & strong).

50% of the respondents did not feel that PD was focused on school areas of identified need.



For Supervisory Unions/Districts with ONLY Tier III schools, begin Section B here.

For Supervisory Unions/District with Tier I or Tier II AND Tier III schools, enter information about Tier III schools here.

For all Tier III schools, the Vermont Department of Education (VTDOE) will evaluate the LEA's needs assessment application based on the following criteria:

1) School Assets and Data Analysis:

- a) Overview and assessment of school and community assets as well as needs

Directions: *Attach self- assessment (in Attachment B). Include summary of findings here:*

- b) Input from staff, public/private partnerships, parents and other community members

- i) For high schools this includes input from regional career center, postsecondary, non-profit and business partners and assessment of alternate pathways to graduation in the region.

Directions: *Include evidence of input here:*

- c) Inclusion of analysis of recent and longitudinal New England Common Assessment Program (NECAP) results and other relevant common local assessment system data for all students and for subgroups (demographic categories as well as any subgroup of students relevant to school needs including at minimum, students with disabilities, students eligible for free and reduced lunch, and English language learners)

Directions: *Summarize conclusions from your analysis of data here:*

- d) Inclusion of the following data and **summarization of conclusions** reached after assessing the data:

- i. Graduation rates,
- ii. Drop-out rates,
- iii. Discipline referrals,
- iv. School action plan priorities,
- v. Highly qualified teacher data,
- vi. Child count by disability category

- vii. Percent of students with disabilities in the general education classroom more than 80% of the time
- viii. Number of out of district placements
- ix. Number of students in “alternative” day placements
- x. Number of ELL students
- xi. Number of students eligible for free and reduced lunch
- xii. Most recent Youth Risk Behavior Survey

Directions: Please include a summary of conclusions about the data above and any other relevant data here:

- e) Inclusion of a guided self assessment, conducted by the SU School Support team and for each school, on *Major Factors for Rapid Change in School Improvement* (See Attachment B – *Major Factors for Rapid Change Self Assessment Tool*, and Attachment C – *A Theory of Action*, Richardson, 2009). For schools that have been in Corrective Action under the state accountability system for 4 years or more, this includes an agreement to participate in an assessment conducted by an external evaluator of the VT DOE’s choosing. If such an assessment has already been conducted, the School Improvement Support team will assess the scope of that assessment to determine if additional evaluation is warranted.

Directions: Attach self-assessment (Attachment B) signed by the Superintendent and include any accompanying narrative here. Please note we have included a rubric you may choose to use to inform your responses on the self-assessment.

- f) If a school has an existing school improvement plan and/or plan for restructuring under the Vermont State Accountability System and the related Commissioner’s Required Actions, the School Improvement Support team will review this plan with the SU School Support team and school leadership team to assist them in incorporating any new strategies established by this application, into their plan.

This item is addressed in h) ii) below.

- g) The application reflects consideration of the required and permissible elements as outlined in the Transformation model and addresses which of those strategies it is committed to pursuing with these funds.

Directions: Indicate the required and permissible activities considered:

- h) The initial school improvement plan is provided with the application and includes at minimum:

- ☐ Plan is attached
- i) ☐ Establishment of self-defined annual achievement goals tied to state accountability measures and achievement for all students and relevant student subgroups.
- ii) ☐ Those strategies defined as required actions through the state accountability system.

- iii) ☐ One of the required elements of the SIG Transformation Model (See Attachment F – SIG Transformation Model Required and Permissible Strategies) as it related to the data analysis and school improvement plan.

Directions: Indicate which required element of the Transformation Model is included in the Improvement plan

- iv) ☐ Other strategies designed to assist in achieving school improvement targets.

REQUIREMENT 1 (Continued)

2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I, Tier II and Tier III school identified in the LEA's application in order to implement fully and effectively the selected intervention in each of those schools.

Direction: Review your budget and school improvement plan(s) to assure adequate resources have been allocated to effectively implement each plan.

Tier III Only

3) The school will conduct a guided self-assessment of each school using the rubric provided (See Attachment E) to determine capacity and readiness for implementing the school improvement plan.

Directions: Attachment E to be completed by school staff. A compilation of the data on Attachment E with the Superintendent's signature should be attached and a summary of findings included here:

REQUIREMENT 2

(2) If the LEA is not applying to serve each Tier I school, the LEA must explain why it lacks capacity to serve each Tier I school.

TO MEET REQUIREMENT 2 ABOVE:

Vermont has no LEA with more than one Tier I school therefore this is not applicable.

REQUIREMENT 3

(3) The LEA must describe actions it has taken, or will take, to—

- **Design and implement interventions consistent with the final requirements;**
- **Recruit, screen, and select external providers, if applicable, to ensure their quality;**
- **Align other resources with the interventions;**
- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and**
- **Sustain the reforms after the funding period ends.**

TO MEET REQUIREMENT 3 ABOVE:

The LEA must describe actions it has taken, or will take, to—

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and
- Sustain the reforms after the funding period ends.

1) The LEA must describe actions it has taken, or will take, to design and implement interventions consistent with the final requirements.

• **For Tier I and II schools:**

- One of four interventions has been identified and a rationale for their selection has been adequately described and documented.
- The application includes the use of a guided self assessment to inform school improvement action planning and plans to complete a comprehensive assessment conducted by an external evaluator to inform continued school improvement plan implementation.
- All required elements of the selected intervention have been addressed so as to fully and effectively implement the selected model within the three year timeline of the grant.

These items have been previously addressed

- **For Tier I and Tier II schools,** external coaching capacity (someone not under the supervision of the principal) has been identified to provide intensive technical assistance and guide the implementation process.

Directions: Describe how the LEA will address this requirement:

JES (Tier I) will work with Ray Proulx, as an "external coach" (and will also access WestEd, VT Reads and VT Math Initiative for content-specific coaching (see notes re: JES existing Phase I work and plans for Phase II). LUHS will work

with Amy Cole of Great Schools Partnership to initiate a similar "study" to examine instructional/programmatic strengths and target areas.

- For Tier I, II, and III schools:

- The application includes the use of a guided self assessment to inform school improvement action planning.

This item has been previously addressed.

- The application includes a commitment to work with the state School Improvement Support team in the development and execution of a school improvement implementation plan that assesses and incorporates effective school improvement strategies already under way and includes required (for Tier I and II) and permissible strategies
- The application includes a commitment to designate local leadership team (SU School Support team) responsible for directing and reporting on the progress of implementing defined elements. This team must include the superintendent, the principal of the school(s), the curriculum coordinator and the special education coordinator.

These items are addressed in the "Statement of Agreement"

- Application reflects school improvement strategies already in progress.

This item has been previously addressed.

- Evidence-based practices are selected and plans to implement consider measures necessary to ensure fidelity of implementation. (e.g., the application includes approaches that have a research base reflecting effectiveness in improving instruction in the areas of concern such as mathematics or literacy; the application also includes approaches that provide a systemic model for improving instruction and learning and reflects the preparative and evaluative components of sustainable implementation such as achieving readiness to implement, communicating progress, evaluating outcomes, and providing supervisory union/district support through funding, allocation of personnel, and time for professional development, collaboration and planning.)

Directions: Describe any measures taken to insure fidelity of implementation of strategies in the plan or refer to the appropriate section of the improvement plan where this is addressed.

LNSU will monitor the activities of the external consultants to ensure fidelity and efficacy of their work and will be prepared to revise/terminate if the tasks are not completed to satisfaction or the work is not resulting in school improvement. The LNSU school leadership team will ensure that all strategies are implemented with fidelity and efficacy through monthly team meetings which will analyze student results, monitor implementation, and make adjustments to ensure best practices are implemented.

- The application includes a commitment to provide the following required data elements annually:
 - 1.) Number of minutes within the school year

- 2.) Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup
- 3.) Dropout rate
- 4.) Student attendance rate
- 5.) Number and percentage of students completing advanced coursework (i.e. AP/IB), early college high schools, or dual enrollment classes
- 6.) Discipline incidents
- 7.) Truants
- 8.) Distribution of teachers by performance level on an LEA's teacher evaluation system (once that system is up and running)
- 9.) Teacher attendance rate

Directions: Please provide data for items 1 and 5-9 above to be used as baseline measures.

1. # minutes

JES: 70,000

HPES: 70,000

LUHS: 63,000

#5. Number/Percent of students completing advanced coursework:

JES: n/a

HPES: n/a

LUHS: In 2009/10

Advanced courses: 179 took English (31%); 243 took math (42%); 205 took science (35%) and 254 took social studies (44%)

AP courses: 35 students participated in AP courses in 09/10.

#6 Discipline incidents

JES: 2 (07/08); 0 (08/09)

HPES: 45 (07/08); 6 (08/09)

LUHS: 22 (07/08); 29 (08/09)

#7 Truants:

JES: 0

HPES: 0

LUHS: 1

#8 Teachers by performance level: (All LNSU schools do not currently use the same teacher evaluation system).

0 - LNSU does not currently have a supervision and evaluation system that places teacher on performance levels.

#9 Teacher attendance rate:

This information is not currently compiled by school.

For Tier I, II, and III schools:

- 2) The LEA must describe actions it has taken, or will take, to Outline the need for recruitment of external providers in effectively implementing the defined school improvement plans and parameters which will be considered in ensuring quality and fit. Some recommendations from the *Handbook on Effective Implementation of School Improvement Grants* (Perlman and Redding, eds.; 2010) follow:

- a. Identify unambiguous reasons for hiring an external provider.
- b. Engage stakeholders about the need to hire external providers.
- c. Articulate specific goals for the relationship with the external provider.
- d. Budget adequate funding to support relationship with external provider for duration of contract;
- e. Develop a process for selecting external providers whose experience and qualifications match the specified goals.
- f. Negotiate a contract outlining roles and responsibilities of the external provider as well as the district and relevant schools.
- g. Provide support as needed and appropriate.
- h. Evaluate external provider's progress toward goals.
- i. Define consequences for failure (e.g., termination or modification of contract).

Directions: Summarize your reasons for contracting with an external provider (this includes school coach and any content providers) giving consideration to items a) through i) as applicable.

LNSU schools have undergone considerable change in leadership in the last few years, including a new Superintendent, Director of Curriculum and four new principals (three of which lead JES, HPES & LUHS). It is critical that LNSU have external supports in order to objectively diagnose instructional and programmatic strengths and target areas and recommend action steps. LNSU schools will also access supports which will increase local capacity and build in sustainable change across the SU.

For Tier I, II, and III schools:

- 3) LEA agrees to collaborate and cooperate with state organized trainings for Supervisory Union administrators, principals, teachers and paraprofessionals, informational meetings, and trainings provided through the state.
This item is addressed in the "Statement of Agreement"

For Tier I, II, and III schools:

4) The LEA must describe actions it has taken, or will take, to Align other resources with the interventions.

- The LEA plan must be comprehensive and systemic in its approach. Reviewers will look to the budget and school improvement plan to assess the alignment and allocation of resources (e.g., personnel, percent of time committed, recognition of and/or effort to assess and realign existing initiatives and funds from other sources to support school improvement goals, refocusing existing professional development and in-service days to support training needs related to improvement, etc.) :

Directions: Please review budget and school improvement plan to assure items below are addressed and check appropriate boxes

- ☒ Human resources
- ☒ Fiscal resources
- ☒ Time and schedule
- ☒ Existing Initiatives
- ☒ Related activities
- ☒ Partnerships
- ☒ Alignment of PD activities

For Tier I, II, and III schools

5) The LEA must describe actions it has taken, or will take, to Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively.

- The LEA agrees to use an external evaluation (Tier I and II ONLY) and internal review process to identify any current practices or policies that are barriers to a full and effective implementation of the selected intervention and commit to eliminating barriers through the implementation process. This process will also identify areas where a consolidation of focus would benefit the school improvement process (such as multiple committees focusing on similar outcomes – or with no defined outcomes) and work to converge efforts on common goals and outcomes.
- Inclusion of actions to address those barriers in the plan, utilizing the following, as applicable:
 - Board and Union letters of recognition or memorandum of understanding that document commitment to modify or amend current agreements, practices, and procedures to allow full and effective implementation of the transformation model.
 - Agreements for operational flexibility to implement reform at the school level.
 - Evidence of need for waivers to State Board of Education rules, when appropriate.

Directions: Identify barriers and any actions you have taken or will take to address these barriers. (Tier I and II can reference Requirement 1 I) c. i-ix)

LNSU has board support for School Improvement Grant work. LNSU is in the process of collective bargaining. The LNSU Long Range Plan aligns with School Improvement Grant strategies. All school action plans are aligned with the LNSU plan. Supervisory union and school plans are monitored quarterly.

For Tier I, II, and III schools

6) The LEA must describe actions it has taken, or will take, to Sustain the reforms after the funding period ends.

For each item below describe how it will be addressed over the funding period

The LEA must:

- Include strategies that build local capacity and methodologies that ensure interventions are integrated into the culture and routine practice of the school. (e.g., if student discipline and behavior is a significant factor to consider in working to raise achievement levels for students, the plan goes beyond providing individualized interventions and reflects a systemic approach to improving levels of student time on task and participation in the classroom by implementing or reconstituting an evidence based model to address school climate and culture such as Positive Behavioral Supports or Responsive Classroom. These models build local capacity to intervene early and support students within the school community with the least amount of intervention to achieve the greatest result and create sustainability by involving the whole school community in the implementation process.)

Directions: Describe here or refer to appropriate section of your plan or budget.

LNSU is supporting schools with tools including PBS and RtI and have requested additional School Improvement Grant funds to continue this work. See School Improvement Grant Plan for more detail. (Attachment J)

- Identify local fiscal and structural support for the interventions where applicable beyond the life of the grant.

Directions: Describe how the budget will support on-going activities beyond the grant funding period.

Personnel hired using School Improvement Grant funds will be supported through local funds after year 3. Professional development will provided intensely in the next three years with the idea of increasing local expertise and capacity. Additional funds used to support these activities include local budgets, special education funding and Consolidated Federal Grant funds.

- Identify other funding sources that will be used to complement SIG funds received in supporting the implementation of defined strategies. These could include other federal programs, as well as state and local funds and should also highlight funds that will be used to sustain the intervention beyond three-year grant period.

Ensure that all funding sources are identified in the plan.

Other specific funding sources are identified in the School Improvement Grant budget within the Plan. (Attachment J)

- Plan for induction and mentoring of new staff.

Directions: Describe plans for induction and mentoring of new staff.

There is no formal teacher mentoring program in place. This area is identified as an action step (related to the development of the teacher supervision and evaluation system) in the School Improvement Grant proposal.

- Create a district level team that examines and reports on achievement levels for all students and subgroups for all schools in the supervisory union on a bi-annual basis. State assessment results are communicated annually to teachers, staff, family and community members and school boards. Appropriate response strategies are incorporated into school action plans.

Include these activities as responsibilities of the SU/District School Support Team

The SU/District School Support Team includes Superintendent Dr. Debra Taylor, Director of Curriculum Dave White, Director of Student Support Services Sue Cano, JES Principal David Manning, LUHS Principal Brian Schaffer, and HPES Principal Dr. Michelle Mathias.

REQUIREMENT 4

- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

TO MEET REQUIREMENTS (4) ABOVE –

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application.

Required items have been covered in Requirements 1 and/or 3 above.

The LNSU School Improvement Grant Plan includes outcomes, timeline, and success indicators. (Attachment J)

REQUIREMENT 5

- (5) The LEA must describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

TO MEET REQUIREMENT (5) ABOVE –

In its application and school improvement implementation plan, the LEA must articulate annual goals (subject to the approval of the SEA) for 2010-2013 for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that receive school improvement funds.

Directions: Discuss reading and math goals here

The LNSU School Improvement Grant Plan includes outcomes, timeline, and success indicators. (Attachment J)

REQUIREMENT 6

- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.

TO MEET REQUIREMENT (6) ABOVE -

For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement as defined in the design section above.

Directions: Identify services Tier III schools will receive and/or activities schools will implement or reference appropriate sections of improvement plan

The LNSU School Improvement Grant Plan includes information concerning the services HPES will receive and the activities. (Attachment J)

REQUIREMENT 7

(7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its **Tier III** schools that receive school improvement funds.

TO MEET REQUIREMENT (7) ABOVE –

The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its **Tier III** schools that receive school improvement funds.

Directions: Describe indicators the LEA will use to assess progress towards implementation of the improvement plan for Tier III schools.

The LNSU School Improvement Grant Plan includes outcomes, timeline, and success indicators. (Attachment J)

REQUIREMENT 8

(8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its **Tier I and Tier II** schools.

TO MEET REQUIREMENT (8) ABOVE -

As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its **Tier I and Tier II** schools.

Directions: Please include evidence of stakeholder engagement as well as a plan for on-going stakeholder engagement. (e.g. board minutes, correspondence, newsletters, community meetings, etc)

Each of the three district boards and the LNSU board have discussed the School Improvement Grant and have agreed to apply for School Improvement Grant funding and undertake action steps outlined in the LNSU School Improvement Grant Plan. Teachers of identified schools have been notified of the school's status and required actions.

Community have engaged in discussion during school board meetings, parent informational meetings and parent association meetings. In addition, information concerning the designation has been provided to the community through articles in local newspapers, on school websites, and school annual reports.

C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application.

Directions: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve. Attach budget.

Budget is included in the School Improvement Grant Plan.

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

D. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under section III of the final requirements.

These assurances and others are addressed in the Statement of Agreement. A copy of the State of Agreement signed by the Superintendent must be submitted with this application

E. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

Directions: The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☐ Extending the period of availability of school improvement funds.
- ☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- ☐ Implementing a school wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.